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them. First come answered questions, in which just enough of the theory is given for the pupil to grasp the idea under consideration, these being followed by questions for the pupil to answer, and problems for him to solve. The questions are arranged in a careful and logical sequence. Most of the illustrations are aptly chosen and well executed. The treatment of the subject is clear and to the point. There is nothing in the book to omit, the topics being well chosen.

The mechanical work is perfect, presswork excellent, and the kind of type and its arrangement well selected. It is a book that will appeal to progressive teachers.

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*School Organization and the Individual Child.* By WILLIAM H. HOLMES.  
Worcester, Mass.: The Davis Press, 1912. Pp. 408.

In the words of the author, this book "undertakes the task of presenting in a somewhat detailed manner the various plans that have been evolved to make school organization fit the needs of the boys and girls, both normal and abnormal, that are enrolled as pupils in the public schools." To this purpose the author consistently adheres by giving few opinions or final conclusions of his own. Part I deals principally with problems of classifications. After a short historical account of class instruction and a discussion of the advantages and disadvantages of yearly promotions, the following plans are described: the "St. Louis Plan," the "Elizabeth Plan," the "Santa Barbara Concentric Plan," the "Cambridge Plan," the "Le Mars Plan," the "Portland Plan," the "Group System," the "North Denver Plan," the "Charlottenberg Plan," and the "Mannheim Plan." The advantages and disadvantages of each are enumerated. A general discussion of the relative advantages of class and individual instruction is followed by an account of the plans used at Pueblo, Newton, and Batavia and by suggestions as to how to give individual instruction and the need and means of training normal students for such teaching. Ungraded classes, gifted pupils, departmental teaching, manu-mental schools, classes for stammerers, and finally the Montessori methods are described.

Part II treats chiefly of schools and classes for defective children and an account of such schools in many countries and cities is given. In this connection the Binet tests are described; also the after care of defective children.

In the appendix are to be found details as to regulations and programs of special schools in various cities, tests, record sheets, and finally a bibliography. The book contains an index but no table of contents. Anyone desiring to post himself as to what has been and is being done for special types of children without going over a large amount of scattered literature will find the book very useful.

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